

Welcome to today's webinar!

**The Diversity Advantage:
Incorporating Diversity
Principles into the Selection
Process**



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About *Diverse*



- Founded 30 years ago, *Diverse: Issues In Higher Education* is the only national newsmagazine focusing on matters of access and opportunity for all in higher education. Its coverage scope includes issues related to tenure, salary, faculty, students, recruitment, retention and equity.
- Launched in 1984 as *Black Issues In Higher Education*, the magazine was renamed *Diverse: Issues In Higher Education* in 2005, reflecting our expanded coverage of issues affecting African Americans, Asian Americans, Hispanics, American Indians, the disabled, seniors and other underrepresented groups.
- Our companion website, DiverseEducation.com, translates our flagship brand, *Diverse*, into a digital medium. Online, *Diverse* publishes original breaking higher education news daily.



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SECOND EDITION

Search Committees

*A Comprehensive Guide to Successful
Faculty, Staff, and Administrative Searches*



Christopher D. Lee, Ph.D., SPHR

FOREWORD BY
Edna B. Chun

CHAPTER 1

The Diversity Advantage

IONS FIND IT A CHALLENGE to recruit diverse faculty and staff. The most about diversity recruiting and selection of the search process, not an add-on, effective tips and techniques that are included throughout this book at every stage of the search process. Always diversity-related materials are included in this resource:

There is an in-depth overview of diversity-related subject matter. Diversity-related references are contained throughout the book.

Examples are included at the end of each section. Related vignettes are included to illustrate concepts.

Diversity topics are presented in bold in the text.

A resources bibliography is provided at the end of the book for those wanting additional or advanced information on related topics.

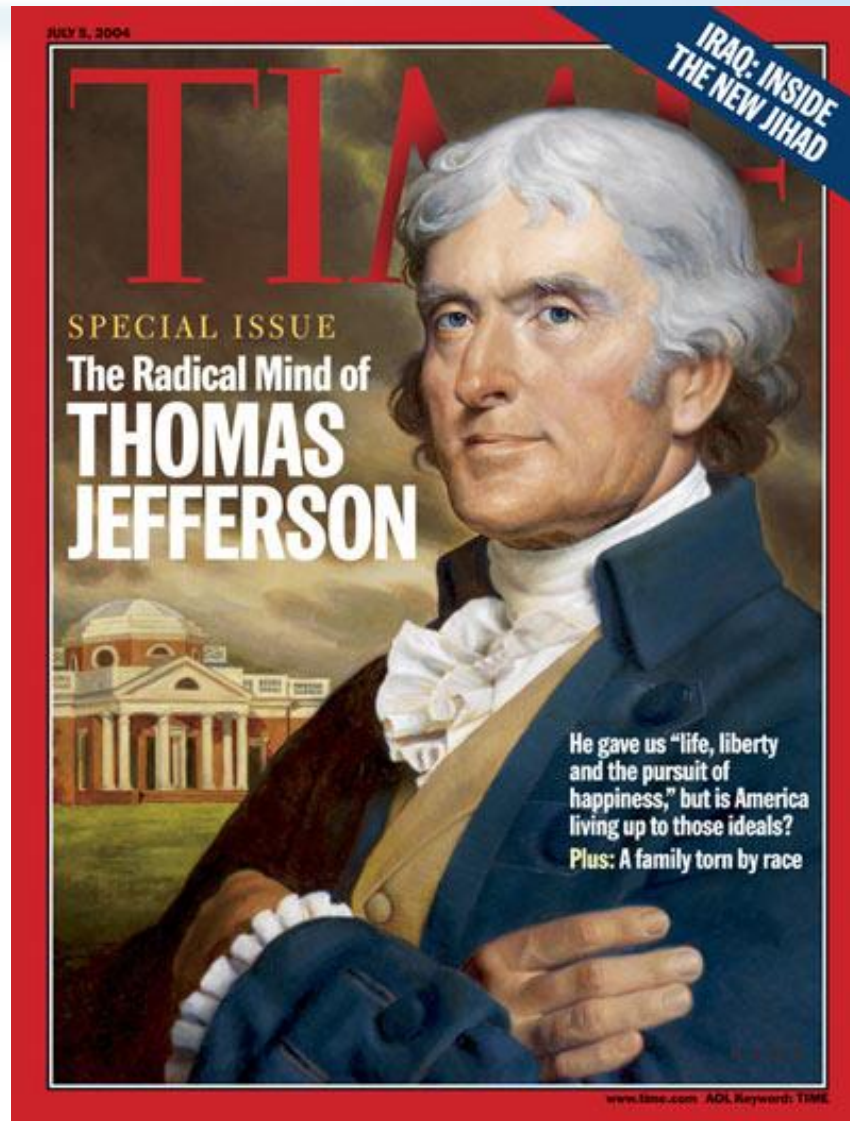
and potential—not where they went to school, they know, socioeconomic status, political views, nonwork-related criteria. In a merit-based search, dates are considered, not a preselection of candidates based upon some set of consciously chosen criteria.

As an example, we cannot assume that all scholars in the world come only from Massachusetts. For this reason, we cannot assume if we want to find the best biologists, we should only recruit from other states and even other countries. While some candidates have different backgrounds, they may have the same or higher level than those candidates considered models. We cannot assume that there exists on the ideal description of what a scholar or professional is. Many expert preconceived notions of quality are often in preference in disguise (Smith, Turner, & Richards, 2004), so merit-screening can be actually a masquerade.

As an example of how preconceived notions can undermine fairness, in the article, “The Status on Undergraduate Admission”

Agenda

- **Diversity as mission essential**
- **Evaluation Bias**
- **How to Incorporate Diversity into Selection**
- **Diversity and Selection Criteria**
- **Q & A**



Mission Statements

- “. . . tolerance of and interest in differences of culture and belief”
- “. . . in order to promote diversity of experience and ideas”
- “. . . to attract a diverse group of exceptionally talented men and women from across the nation and around the world and to educate them for leadership in scholarship, the professions, and society”
- “It seeks to attract a diverse and international faculty and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions.”
- “. . . to promote a deep appreciation for the range of human difference and potential”
- “. . . founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical and spiritual understanding. We embody this principle in the diversity of our students, faculty and staff.”

Equal Opportunity Statements

- The college has a history and strong commitment to the principles and practices of diversity throughout its community and welcomes candidates who would enhance its diversity.
- The university is committed to increasing the diversity of its faculty and therefore welcomes applications from anyone who would bring additional dimensions to the university's teaching and research mission.
- The college welcomes nominations and applications from women and members of minority groups and others who share our passion for building a diverse community that looks like our student population.

Diversity

The Business Case for Diversity

In a study comparing the financial performance of the Diversity, Inc Top 50 Companies for Diversity to a matched sample, we find evidence that firms with a strong commitment to diversity outperform their peers on average.

Harvard Business Review: The business case for commitment to diversity,
Stanley F. Slater, Robert Weigand, Thomas J. Zwirlein, May 15, 2008.

Business Case

Diversity Research Suggests:

- Increase Product Sales
- Better Decision making
- Avoiding Blunders
- Customers Demand It
- Products Tailored to Customer Needs
- Population and Customers Changing
- Retention
- Lower Legal/EEOC Costs
- Good Public Relations

Education Case

Diversity Research Suggests:

- Positive impact on the educational outcomes of both minority and majority students
- Positive effect on student development
- Positive effect on college satisfaction
- Increase in intellectual engagement and growth of students
- Increased student retention and persistence
- Greater success for women graduate students correlated with presence of women faculty
- Diverse organizational climates increase student-centered practices in the classroom
- Better prepares students to live & work in a global society

Avoiding Bias in Selection

Potential Gender Bias¹

Letters or recommendation written by men and women unconsciously describe women as less capable of being successful faculty than men.

The results supported the hypotheses, indicating (a) that women were described as more communal and less agentic than men (Study 1) and (b) that communal characteristics have a negative relationship with hiring decisions in academia that are based on letters of recommendation (Study 2). Such results are particularly important because letters of recommendation continue to be heavily weighted and commonly used selection tools.

1. *Gender and Letters of Recommendation for Academia: Agentic and Communal Differences*. Juan M. Madera, Michelle R. Hebl and Randi C. Martin. [Journal of Applied Psychology](#) 2009; 94(6): 1591-1599. *Research Study 1 funded by National Science Foundation, Research Study 2 Funded by National Institutes of Health.*

Evaluation Bias²

Potential Gender Bias

A study of academic psychologists who evaluated CV's with randomly assigned male and female names, found that both male and female evaluators gave male applicants better scores for teaching, research, and service. They also indicated they were more likely to hire the male applicant.

2. Steinpreis, R., Anders, K.A., & Ritzke, D., "The impact of gender on the review of the curricula vitae of job applicants and tenure candidates: A national empirical study," *Sex Roles*, 41(1999): 509-528.

Study finds that faculty members are more likely to respond to white males than others

Submitted by Scott Jaschik on April 24, 2014 - 3:00am

A survey of more than 6,000 faculty members, across a range of disciplines, has found that when prospective graduate students reach out for guidance, white males are the most likely to get attention. The survey also found that public university faculty members are much more likely than their private counterparts to respond equally to students of varying backgrounds. And the greatest victims of discrimination may be those with names that suggest they are Chinese women.

The study ([abstract available here](#) [1]) -- just released by the Social Science Research Network -- aims to identify whether academics create pathways for students of all kinds who want to enter graduate school.

The Letter

Dear Professor [Surname of Professor Inserted Here],

I am writing you because I am a prospective doctoral student with considerable interest in your research. My plan is to apply to doctoral programs this coming fall, and I am eager to learn as much as I can about research opportunities in the meantime.

I will be on campus today/[next Monday], and although I know it is short notice, I was wondering if you might have 10 minutes when you would be willing to meet with me to briefly talk about your work and any possible opportunities for me to get involved in your research. Any time that would be convenient for you would be fine with me, as meeting with you is my first priority during this campus visit.

Thank you in advance for your consideration.

Sincerely, [Student's Full Name Inserted Here]

The table that follows shows the percentage of fictional students who received a response from professors, grouped by discipline. Only in the fine arts were white men less likely to receive a response. The table is in the order of magnitude of the gap in disciplinary responses:

Discipline	% Responding to Women and Minorities	% Responding to White Men
Business	62%	87%
Education	65%	86%
Human services	71%	89%
Health services	57%	71%
Engineering and computer science	59%	72%
Life sciences	61%	72%
Natural and physical sciences and mathematics	64%	73%
Social sciences	68%	75%
Humanities	75%	80%
Fine arts	73%	62%



WIKIMEDIA COMMONS/CREATIVE COMMONS

How to Get Women on Panels

The study -- in the journal *mBio* -- looked at scientific panels involving nearly 2,000 speakers at three large meetings sponsored by the American Society for Microbiology from 2011 through 2013. The analysis compared the results from 104 all-male "convener teams" and 112 teams that had at least one woman. About 25 percent of the speakers invited by the all-male teams were women. But 43 percent of the speakers (an increase of 72 percent) invited by the teams with at least one woman were female.

Evaluation Bias³

Potential Racial Bias

Researchers sent out the exact same resumes, except that half of the resumes had names that could be presumed to be African American such as “Lakisha” and “Jamal,” and the other half with names that could be presumed to be white such as “Emily” and “Greg.” The “white” applicants received **50%** more invitations for interviews.

3. Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination, (2004), Marianne Bertrand and Sendhil Mullainathan

<http://www.economics.harvard.edu/faculty/mullainathan/files/emilygreg.pdf>



TABLE I.2
Typical Steps in Search Committee Process

<i>Steps</i>	<i>www.SearchCommittees.com</i>	<i>The Complete Academic Search Manual (Vicker & Royer, 2006)</i>	<i>The Search Committee Handbook (Marchese & Lawrence, 2005)</i>
1	Approvals		
2	Organizational Analysis		The Vacancy: An Organizational Opportunity
3	Building the Foundation		
4	Defining the Position	Profile & Position Descriptions	The Job: Identifying Preferred Qualifications
5	Forming, Orienting, & Charging the Committee	Preparing the Search Committee	The Committee: Composition, Charge, & Ground Rules
6	Recruiting	Recruiting Candidates	The Search: Recruiting a Candidate Pool
7	Advertising		
8	Screening & Evaluating Candidates & Materials	Evaluating Résumés	The Screening: Identifying Talent Among Applicants
9	Preparing for Interviews	Preparing to Interview	The Interviews: Knowing & Courting Candidates
10	Interviewing	Campus Interviews	
11	Additional Screening Methods	Evaluating Finalists	Making the Appointment
12	Background & Reference Checks		
13	Making a Recommendation		
14	Making the Offer	Negotiating & Making the Offer	
15	Closing the Search		
16	Welcoming Colleague to Campus	Extending Hospitality to the New Hire	

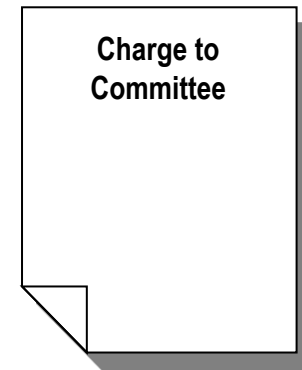
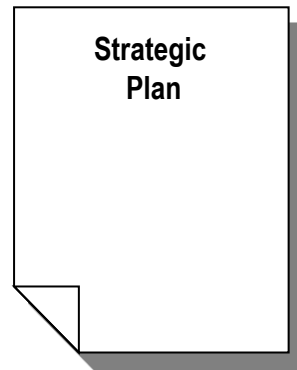
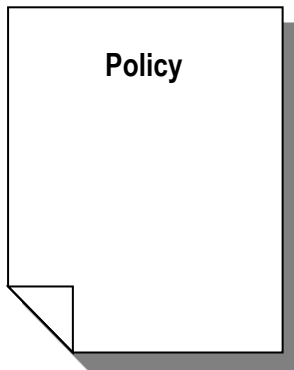
Diversity Advantage

Incorporating Diversity Into Selection

Policy
Strategic Plans
Charge
Defining Position
Recruiting & Advertising
Selection Criteria
Interviews
Evaluation of Fit
Reference Checks
Recommendations

Leadership Support of Diversity

President = Policy
VP = Strategic Plan
Dean = Charge



Defining the Position

(Diversity Considerations)

Require or prefer experience with ...
students similar to the one's we serve

Experience in communities like ours

Multi-cultural; multi-lingual

Research interest in diverse communities

desire to advise student organization

Forming & Preparing Committee (Diversity Considerations)

Diverse Committee

Diversity Advocate

Diversity awareness and sensitivity

Bias in selection recognition & prevention

Charge = Commitment

Recommendation expectations

Diversity Recruiting



VIGNETTE K

Minority Recruiting

The Wrong Bait, the Wrong Technique, and the Wrong Pond

A fisherman leaves his home bright and early one morning with the palatable taste of dinner on his lips. There is nothing like a Friday fish for he thinks to himself. On the way to his favorite watering hole, he stops by the local bait



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- AlterNative Voices
- American Indian Graduate Center
- American Indian Science and Engineering Society (AISES)
- Annual Biomedical Research Conference for Minority Students
- Asian American Journalists Association
- Association for Women in Science
- Black Career Women Online
- Center for Advancement of Hispanics in Science & Engineering Education (CAHSEE)
- Center for Advancement of Racial and Ethnic Equity (CAREE)
- American Council on Council of HBCU Graduate Schools
- Hispanic Association of Colleges and Universities (HACU)
- MAES - Society of Mexican American Engineers and Scientists
- MANRRS-Minorities in Agriculture, Natural Resources & Related Sciences
- Mentorship for Environmental Scholars (MES program)
- National Association for Equal Opportunity in Higher Education (NAFEO)
- National Black MBA Association
- National Society of Black Physicists
- Native American Times
- Ronald E. McNair Postbaccalaureate Achievement Program
- Society for Hispanic Professional Engineers
- Society for the Advancement of Chicanos & Native Americans in Science (SACNAS)
- Society of Hispanic Engineers
- Society of Mexican American Engineers & Scientists
- National Minority Faculty Identification Program

Recruiting

(Diversity Considerations)

Outreach

Networking

Sources

Diversity recruiting protocol & expectations

University Website

Social Media



Home



Control your career,
earn a great living



What you like about the
military is here too



Hear from some of
our Financial Advisors



Family, flexibility,
compensation and more



Apply now or
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As a veteran, you know what service
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diversity & inclusion

When we put our unique talents and perspectives together, we build a better experience for every guest.

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discover Target

team members >



Anthem Video

Kimberly B.

Joe C.

Christiana E.

[read full transcript](#)



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bing

YouTube



Yalwa

LinkedIn
Groups

Ask



facebook flickr

Google
AdWords

twitter YouTube

LinkedIn digg slideshare



Google
LinkedIn
YouTube
bing

Google



Advertising Protocol (Diversity Considerations)

Targeted Media
Image Advertising



Kimiko Hahn
Distinguished Professor of English
Queens College/CUNY
Theodore Roethke Memorial Poetry Prize,
American Book Award for "The Unbearable Heart"
Shelley Memorial Prize
of the Poetry Society of America



Leith Mullings
Distinguished Professor of Anthropology
CUNY Graduate Center
Scholar of race, class, gender and
health in urban America
Society of Anthropology of North America
Distinguished Achievement Award



Charles Simic
Harmon Distinguished Visiting Professor
Baruch College/CUNY
Pulitzer Prize for "The World Doesn't End"
Academy of American Poets
2007 Wallace Stevens Award
U.S. Poet Laureate 2007-2008



Emily Braun
Distinguished Professor of Art
Hunter College/CUNY
Award-winning art historian
Author, "Mario Sironi and Italian Modernism:
Art and Politics Under Fascism"
National Jewish Book Award Co-Winner, "The Power of
Conversation: Jewish Women and Their Salons"

Look Who's TEACHING At CUNY!



David Diaz
Distinguished Lecturer of Political Science,
Media and Communications Arts
City College/CUNY
Distinguished Lecturer,
CUNY Graduate School of Journalism
Emmy Award-winning broadcast journalist



Billy Collins
Distinguished Professor of English
Lehman College/CUNY
Poetry Foundation Mark Twain Prize
New York State Poet Laureate 2004-2006
U.S. Poet Laureate 2001-2003



Tania Leon
Distinguished Professor of Music
Brooklyn College/CUNY
Composer of award-winning opera
"Scourge of Hyacinths" with Wole Soyinka
2007 Guggenheim Fellow

"World-class talent. Award-winning scholars.

**CUNY is their classroom.
CUNY is your University."**

— Chancellor Matthew Goldstein



CUNY The City
University
of
New York

www.cuny.edu/lookwhoisteaching

Diversity-Sensitive Advertisement

- The university aspires to become a leader among its peer institutions in making meaningful and lasting progress in responding to the needs and concerns of minorities and women.
- The university seeks to create a work environment and organizational culture that reflect the society and community in which it is located and a climate for the success of every employee by appreciating the uniqueness that each one brings to the workplace.

experience and currently have or able to get Board of Registered Nursing Faculty approval. Desire to develop a nursing science mindset within students. Ability to design curriculum and learning activities to address a wide range of learning levels and styles. Ability to work with diverse population of students and staff. Understanding of current and emerging instructional delivery technologies. Teaching experience in a Bachelor or Associate Degree Nursing program is a plus. Committed to building a unique university setting of spiritual centered, science focused, nursing evidence based practice care.

teaching online will teach through Blackboard. **Qualifications:** B.A./M.S. in relevant area, Ph.D. preferred; teaching experience, preferably at the college/university level; evident commitment to cultural diversity and educational equity; experience integrating technology into the classroom; experience teaching online.

Selection



Selection Criteria

Which criteria are chosen determines who is most qualified

Use diversity as both a required and as plus factor

Selection Criteria

(Diversity Considerations)

Record of success advising women or minority graduate students

Develop courses/curricula designed to meet the needs of disadvantaged students

Engagement with populations different than oneself

Experience with students like ours

Selection Criteria (Diversity Considerations)

Experience with...

Disable students

Learning styles

Ethnic Studies

Interdisciplinary Studies

Multicultural/cross cultural research

Additional Screening Methods

(Diversity Considerations)

Statement of Diversity Philosophy Questionnaire

How have you incorporated ...

How could multicultural factors present itself in teaching and learning process?

Should a survey course in women's history be an allowable substitute course for American History as a general education requirement?

Reference Checks (Diversity Considerations)

How has _____ been involved with diverse students or issues?

With regards to research or service involving different perspectives, does ____ have any experience...?

What multicultural groups is _____ involved with past or present?

Recommendations

(Diversity Considerations)

Strengths

Has experience with multi-cultural students Served as advisor to... incorporates...

Weaknesses

Does not have experience with type students that we serve

Research and services does not illustrate diverse interests/perspectives...



Evaluating “Fit”

- Tertiary evaluation
- Ensure “fit” is not an excuse for bias
- **Should be observable, measurable, stated, or document phenomena**
- Group determination
- Previously agreed upon criteria

Review

- Diversity:
 - A part of our mission
 - Enhances education (Think Jefferson)
 - Diversity is a business imperative
 - A 'plus', a 'qualitative' selection factor
- Recruiting and selecting diverse candidates requires different approach, tools, & methods

Review

- Learn about bias and assumptions
- Diversity Advocates & Training
- Use diverse groups to make selection decisions
- Develop and use objective criteria
- Include diversity as a factor in selection at each stage of the process
- Organizational Fit and Diversity

A magnifying glass with a black handle and frame is positioned over the word "QUESTIONS", which is written in large, bold, orange, hand-painted letters. The magnifying glass enlarges the word and the surrounding text. The background is a white space filled with various words and phrases in black, handwritten-style fonts, including "why", "how?", "who?", "where?", "ask", "discover", "challenge", "asking questions", "clues", "investigation", "knowing", "what?", "how", "what?", "knowing", "investigation", and "clues". The overall composition suggests a focus on inquiry and investigation.

Thank You

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